

Teaching-Track Economists – A Canadian Perspective

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We find that over two-thirds of economics departments in large Canadian universities currently have full-time teaching-track faculty positions that parallel traditional research-track positions, but with a heavier teaching focus. Teaching-track economists now approach one-sixth of the faculty complement – a substantial shift in resource allocations since 2000. This paper – a companion to Arico et al. (2024) – uses a mixed methods approach with interview and survey data to draw on the first-hand experience of teaching-track economists. We seek to understand these roles and how they compare with the United Kingdom and the United States to help inform teaching- and research-track economists, department chairs, and graduate students about the teaching-track landscape and to support informed discussions in our discipline about possible trajectories of the teaching track in the increasingly complex teaching context of universities.²

There are no previous studies of teaching-track economists in Canada. A non-peer reviewed literature examines the history, contributions, and criticisms of teaching-track positions in Canadian universities (Vajocski et al. 2011; Sanders 2011).³ In a peer-reviewed study Rawn and Fox (2018) survey teaching-track faculty at large Canadian universities, across disciplines, about perceptions and allocations of work time. They find most teaching-track academics highly

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² Pandemic-driven student learning losses, the rise of generative artificial intelligence, and increasing reliance on international students in Canadian, US, UK, and Australian universities (Bound et al. 2021), increase complexity.

³ A 2013 quotation from the director of the Canadian Association of University Teachers is representative of the literature’s criticisms of the teaching-track: “When you’re also a researcher, you’re a different kind of teacher... It’s what distinguishes a university... Otherwise, it really is no different than a high school” (Bradshaw 2013).

value their positions and they call for future discipline-specific research studies. This paper fills that gap for economics, and our international scope adds comparative contexts.

I. Methods and Data

For Canada, we target teaching-track economists at large public doctoral universities.⁴ Of these 29 universities, 20 (69 percent) have teaching-track economists, who form an average of 15 percent of the full-time faculty. In 2023, our international research team interviewed 24 teaching-track economists in seven Canadian institutions, and then collected broader survey data, with a response rate of 43.8 percent. Online Appendix A shows details and sample representativeness.

We used a mixed methods approach, combining both the thematic analysis of one-on-one interviews, which adds nuance and depth, and the empirical evidence from a survey. Arico et al. (2024) explains the approach and presents some results for Canada. This paper expands on those results. We use quotations exclusively from Canada to illustrate each salient theme we present, noting that these often traverse borders. The quantitative survey results allow comparisons, and online Appendix B provides complete tables and statistical tests.

II. A Canadian Teaching-Track Economist Model

We begin with a compilation of thematic results: teaching-track economists in Canada are passionate leaders in positions parallel to the research-track, including sabbaticals, protected academic freedom, and security after up-or-out tenure decisions – but with ambiguity about expectations, a high workload, and the challenge of establishing a distinct and valued role.

Table 1 shows that nearly 97 percent of responding teaching-track economists in Canada are in positions eligible for tenure or the equivalent, and roughly half are pre-tenure. Canada has

⁴ Nearly all Canadian universities are public. Large means at least 7,000 undergraduate students. Canada has nothing comparable to US liberal arts colleges. Universities are huge in Canada. For example, in 2022 the University of Toronto has enrolment of 97,698, more than any university in the United States, the University of British Columbia has enrolment of 72,585, and the University of Alberta 40,061. Our scope is limited to English-speaking universities.

the highest pre-tenure proportion of the three countries and stands in stark contrast to the United States where the teaching-track mostly is *not* parallel to the research-track. The parallel between teaching- and research-track positions is a major theme in the interviews. One interviewee explains: “*There is a tenure clock and after six years, you’ve got to go up, regardless of your stream. It’s up or out.*” Another remarks: “*The [tenure] process...is very similar... There’s a deadline [for] submitting your documents, [finding] externals...[and then a] committee, just like the research faculty... So, the process would be exactly the same.*”

Table 1. Distinctions of Teaching-Track Economists in Canada

	Percentage		
	Canada	United Kingdom	United States
<i>Panel A. Tenure or its equivalent</i>			
Already obtained	51.6	75.0	8.9
Not yet obtained, but eligible	45.2	10.7	3.1
Not eligible	3.2	14.3	88.0
<i>Panel B. Other categorical survey questions about the role and role holders</i>			
“I have always preferred a teaching focused role which aligns with my passions and ambitions” is factor in career decision [yes]	67.7 (8.4)	36.9 (5.3)	56.5 (3.6)
“I am eligible to go on sabbatical” [yes]	83.9 (6.6)	38.6 (5.3)	27.7 (3.2)
“I have faculty member voting rights in departmental meetings” [yes]	96.8 (3.2)	56.6 (5.4)	56.5 (3.6)
“Is there a faculty/staff labor union at your institution?” [yes, and can join]	90.3 (5.4)	96.4 (2.0)	33.2 (3.4)
“The hiring process for teaching-focused faculty is parallel to the hiring process for research-focused faculty” [agree, strongly agree]	58.1 (8.9)	31.0 (5.0)	27.0 (3.2)
“I am valued by my department colleagues” [agree, strongly agree]	93.5 (4.4)	81.0 (4.3)	78.9 (3.0)
“Overall, I am satisfied with my job” [agree, strongly agree]	90.3 (5.3)	77.4 (4.6)	79.6 (2.9)

Note: Standard errors in parentheses.

The first row of Panel B in Table 1 shows that teaching-track economists in Canada are more likely to have chosen this career to match their passions and interests, relative to the UK and US samples. This survey question derives from a notable theme in the interviews. One interviewee says, “*Teaching was always my calling.*” The theme of passionate educators

choosing a teaching-focused career extends to hiring criteria. A senior interviewee explains: *“We want people who have demonstrated that they love teaching, [not] someone who looks at this as kind of a backup if what they’re really applying for are research stream positions... We definitely [seek applicants with a] strong interest in making teaching the focus of their career.”* Another interviewee describes a deliberate and informed choice between a research- and teaching-track career: *“The promotion terms are different, the teaching loads are different, and the salary is different... The first two don’t bother me...because it’s a different position... That was what I was looking for, and that’s what I got. [But] the salary differential...I think it’s around 30 percent...that’s upsetting... It’s a lot of work to teach the way I teach with the focus that I teach and the amount that I teach.”*

Table 1 also shows, in contrast to the other two countries, most teaching-track economists in Canada have sabbaticals and enjoy full departmental voting rights. Faculty in Canada are also largely unionized, and much more so than in the United States. The Canadian hiring process for teaching-track economists is more likely to be perceived to parallel research-track hiring, although this perception is not uniform, with only 58.1 percent agreeing. The last two rows of Table 1 show that teaching-track economists in Canada, relative to the UK or US samples, are more likely to report feeling valued by their colleagues and to be satisfied with their job.

Another clear theme is the pivotal role of pioneers in delineating the teaching-track economist role, shaping expectations, and improving status.⁵ Regarding similarities or discrepancies in how departments and universities perceive the teaching track relative to the

⁵ A leading example of progress is from the University of Toronto (U of T), which employs the largest number of teaching-track economists in Canada. In 1975, U of T introduced positions of “Tutor,” with one-year renewable contracts, and “Senior Tutor,” which granted five-year renewable contracts for those promoted after five years. In 1999, U of T replaced those with “Lecturer” and “Senior Lecturer” positions where promotion granted the equivalent of tenure. In 2015, U of T replaced those with “Assistant Professor, Teaching Stream,” “Associate Professor, Teaching Stream,” and “Professor, Teaching Stream” positions. Among the 81 teaching-track economists at the 29 targeted Canadian universities, 67% have “Professor” in their title.

research track, an interviewee voices the work towards parallel status: *“We’ve had pioneers that kind of were trailblazers. At some point...there may have been some discrepancies, but...given the contributions [of teaching-track academics]...I don’t think anyone is of that mindset anymore.”* Another interviewee explains that support has been hard won: *“There is [now] departmental and...university-wide support... I think stuff was much worse 10 or 15 years ago... A lot of the battles...have already been fought.”* A subtheme is the importance of hiring teaching-track economists who elevate the status of the position. One interviewee says: *“Prior to me...some people that had worked as a sessional kind of got grandfathered [in]... There wasn’t really much focus on this... It’s changed a lot at the university level and the departmental level as it’s become much more established.”* Another describes how an early pioneer said *“hell no”* to a grandfathering-in approach in favor of *“when we recruit, we’re going to do this legit.”*

III. Challenges

The Canadian model of professionalizing the teaching-track⁶ is a work-in-progress. An important theme is that teaching-track economists perceive ambiguity from promotion criteria spanning a multitude of categories – various distinct elements of teaching, research/scholarship, and educational leadership, among others – each vaguely defined. An interviewee explains: *“There’s extensive documentation, but it’s all left kind of 50 percent super specific, 50 percent super vague...[and] some things can hit all of the categories... But, without clear definitions of each category, it’s a struggle.”* Another says *“It’s in our collective agreement...we’re supposed to do scholarship activities. But it is not very clear...whether it refers to publication or...to something else.”* A subtheme is that the ambiguity may be empowering, as this interviewee illustrates: *“They sell it as kind of a good point, but there’s a lot of grey, and it’s true...it doesn’t*

⁶ Canadian economics departments also use sessional instructors and contractually limited appointments outside the teaching track. Professionalization of the *teaching track* does not generalize to professionalization of *teaching*.

box you in... No one's going to tell you what [is the] requirement of educational leadership or creativity. And, so, I guess it's good and bad." Yet, a clear theme is that teaching-track economists in Canada perceive their primary job as teaching, but with both *quality* and *quantity* mandates. An interviewee says "The focus of my position is teaching. So, teaching more courses obviously, but also coming up with new teaching initiatives...[to] improve the undergraduate student experience." Another says: "We are given larger classes, and our expectation is to develop excellence in teaching versus the more traditional research track faculty."

Figure 1 shows that teaching-track economists in Canada teach substantially more students – an average of nearly 1,000 per academic year – than those in the US or UK samples. The Canadian 25th percentile (560 students per year) is higher than the median in either other country. Table 2 shows that teaching-track economists in Canada also teach significantly more distinct courses per year than the UK sample and prepare significantly more new courses than the US sample. Also, compared to both other samples, teaching-track economists in Canada work longer hours and are more likely to feel overwhelmed by students' mental health needs.

Finally, according to Table 2, most teaching-track economists in Canada agree that student evaluations are heavily weighted in measuring their performance. Given the well-documented limitations of anonymous student evaluations (Spooren, Brockx, and Mortelmans 2013), what can be measured and observed may not align with the impact of teaching-track economists.

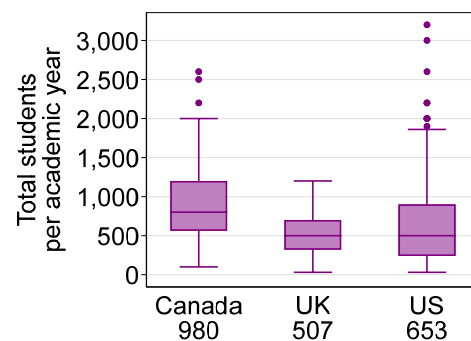


Figure 1. Teaching-track economists in Canada teach many students

Note: The survey asks: "What is the approximate total number of students you teach in a typical academic year?" Boxes show 25th, 50th, and 75th percentiles (with whiskers and outside values also shown), and below the country name is the mean value.

Table 2. Potential Challenges for Teaching-Track Economists in Canada

	Mean or Percentage		
	Canada	United Kingdom	United States
“Counting each semester/term/ session/quarter in a regular academic year, how many distinct courses/modules do you lead or are involved in teaching in a typical academic year?” [number]	4.9 (0.3)	3.8 (0.2)	4.6 (0.2)
“Within the last five academic years, how many courses/modules you taught were new preparations?” [number]	3.6 (0.4)	3.6 (0.2)	2.8 (0.1)
“Approximately how many hours do you work per week in a typical week?” [number]	51.9 (2.2)	47.2 (1.2)	45.6 (0.8)
“I feel overwhelmed by student mental health needs” [percent often, always]	54.8 (8.9)	20.2 (4.4)	31.3 (3.3)
“Student teaching evaluations are heavily weighted in assessing my performance” [percent agree, strongly agree]	58.1 (8.9)	47.6 (5.4)	73.8 (3.2)

Notes: Means for numerical variables and percentages for categorical variables. Standard errors in parentheses.

A subtle, but intriguing, theme for Canada is the challenge of developing a distinct identity and role for teaching-track economists that is valued by departments, universities, and beyond. For example, an interviewee says: *“It wasn’t all...smooth sailing to get where we are... There was...skepticism...a concern that...if you’re not actively doing research, can you be an effective teacher?”* which may reflect earlier, nationally publicized, criticisms of the teaching-track (Bradshaw 2013). Another interviewee explains an evolving role: *“[Initially] people weren’t clear on...what the teaching stream was or what we could add... But, now that we’ve had a few years...to put forth some initiatives...[that received] a lot of positive feedback from students...[there is] a greater understanding of how the teaching stream can complement the professorial stream...and [to] see the potential of having a teaching stream... It’s also...elevated the teaching culture...both within our unit and [beyond]... We’re talking about teaching a lot more... We have focused our teaching stream on the first year [economics principles and intro math] and now there’s other areas as well.”* A related theme to identity formation is that strengthening economic networks and teaching-track communities can support progress for those in these roles. For instance, one interview says *“I would love to*

make [connections] across Canada... The Canadian Economics Association can probably do a better job... I should probably just step up.”

IV. Concluding Remarks

The evidence from teaching track-economists in Canada points to a model that allows departments to attract passionate teachers and create a viable career path for teaching-track economists. Early pioneers have shaped the role, and it will likely continue evolving as nearly half of teaching-track economists in Canada are pre-tenure. We hope that our findings, based on perceptions of the current Canadian landscape, raise questions of *why* this model has emerged and whether there are ideas for economics departments around the world. Our project is ongoing.

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Online Appendix A

Defining Teaching-Track Economists in Canada

We define teaching-track economists as full-time, regular faculty members¹ in positions with a heavier focus on teaching than their colleagues in traditional research-track positions. We use research-track to refer to economists in traditional faculty positions that prioritize research, but also include teaching and service responsibilities. Our definition of teaching-track economists excludes those teaching on a course-by-course basis, which are often referred to as sessional instructors in Canada. While these sessional positions often have a measure of job security provided by union rules, and while some sessional instructors teach many courses, these are not full-time, regular, faculty positions and hence are not included in our definition.²

Target Population and Interviewees of Teaching-Track Economists in Canada

To identify willing participants for in-depth one-on-one interviews, we did a targeted pre-survey in March/April 2023. We identified 45 economists believed to be full-time teaching-track faculty members in Canada to invite. We created this list using our pre-existing knowledge of teaching-track economists in Canada and from what we could glean from public economics department websites for eight well-known, English-speaking Canadian universities: University of Alberta, University of British Columbia, University of Calgary, Dalhousie University, Queen's University, University of Toronto, University of Victoria, and York University. It was not intended as a comprehensive list. Of those 45, 30 completed the pre-survey for a response rate of 66.7 percent. Of those 30, 27 agreed to complete a one-on-one interview via Zoom.³ Of these, we

¹ Those who are visiting, emeriti, adjunct, or in status-only positions are not regular faculty members, nor are graduate students and post-docs who teach courses.

² To further complicate matters, in at least one institution, there are a small number of economists who have contractually limited appointments, but that extend for up to five years. These appear as regular faculty members on at least one departmental website but are not eligible for renewal beyond five years. These types of contractual positions are *not* restricted to the teaching-track, yet even those on the research-track of a contractually limited appointment are hired to cover teaching needs. We would generally exclude such economists, although, one appears in our survey sample (the lone respondent who is not eligible for tenure or its equivalent).

³ In fact, 28 were willing, but one person incorrectly indicated that their university was in the United States, and we only realized their mistake after completing the interviews.

completed 24 interviews⁴ at 7 institutions⁵ during April/May 2023. Eleven of these interviews were conducted by members of our research team from the United Kingdom because the Canadian authors of this paper have, or have had, these economists as departmental colleagues and/or had other significant previous professional interactions with them. We sought to ensure that the interviewees could speak candidly and without presuming the interviewer already knew much of what they might say. For more details on purposive sampling, see Arico et al. (2024).

Target Population and Survey Sample of Teaching-Track Economists in Canada

For the survey in July/August 2023, we defined a target population. We started with a comprehensive list of all universities in Canada.⁶ We restricted our target population to English-speaking universities with at least 7,000 undergraduate students and at least 1,000 graduate students, yielding 29 universities. Nearly all universities in Canada are public, and the few private ones, which often have a religious affiliation, are far too small to meet our enrolment criteria. In other words, all 29 universities are public. Also, in Canada there is nothing comparable to liberal arts colleges in the United States.

To identify the universities with teaching-track economists, in June/July 2023, we conducted an in-depth examination of publicly available information, including checking economics department websites, faculty members' profiles and C.V.s, and faculty members' self-maintained public websites and profiles (e.g. LinkedIn).⁷ For universities where it was unclear if they had teaching-track economists, we directly contacted those departments via e-mail to confirm. There were nine institutions that would have met our inclusion criteria but had no

⁴ Two people who had agreed to do Zoom interviews never replied to the scheduling invitations and one person subsequently declined to do a Zoom interview.

⁵ The seven institutions are: the University of Alberta, the University of Calgary, Queen's University, University of British Columbia (including participants from the two economics departments on two campuses), University of Toronto (including participants from the two economics departments on two campuses), University of Victoria, and York University.

⁶ Universities Canada provides an annual list of universities and enrolments, both undergraduate and graduate, at each: we used the Fall 2022 data (the most recent available) at <https://www.univcan.ca/universities/facts-and-stats/enrolment-by-university/> retrieved on June 30, 2023.

⁷ We triple checked all the top-ranked programs at <https://www.schoolfinder.com/Discover/Article/25/6117/2023-Macleans-University-Rankings-Comprehensive-Schools> (retrieved on July 7, 2023) and the top-ranked programs at <https://education.macleans.ca/university-rankings/canadas-best-medical-doctoral-universities-rankings-2023/> (retrieved on July 7, 2023) to ensure we did not overlook any teaching-track economists.

teaching-track economists.⁸ In several cases we were told that the universities were seeking to introduce a teaching-track, but the faculty unions were blocking this. At 20 universities and 22 economics departments⁹ – some universities have more than one campus and more than one economics department – we identified 77 teach-track economists.¹⁰ Excluding two faculty members just hired (appointment starts July 1, 2023), this leaves 75. We invited 73 teaching-track economists in Canada to complete the comprehensive survey.¹¹ We received 32 completed surveys for a response rate of 43.8 percent. The survey is anonymous so we cannot know which universities are represented. We dropped the one survey respondent who indicated being part-time. Hence, our analysis sample has 31 observations.

Survey Sample Representativeness

Using data gathered for the entire target population, we checked the representativeness of our sample. In late August 2023, for all 22 economics departmental websites at the 20 included universities, we counted the total number of regular faculty members.¹² We identify which of these are teaching-track economists to compute the percent on in the teaching track. The total population of interest is 79 teaching-track economists (including four not invited to complete the comprehensive survey)¹³, with appointments starting before July 1, 2023, at 20 Canadian universities. Across the 22 economics departments: the mean and median number of faculty members is 29.5 with a standard deviation of 12.1, a minimum of 6, and a maximum of 52. The

⁸ From largest to smallest, these are the nine universities without teaching-track economists: University of Ottawa, Western University, Toronto Metropolitan University, University of Guelph, University of Saskatchewan, Brock University, Memorial University of Newfoundland, University of Windsor, and University of New Brunswick.

⁹ In alphabetical order, this includes 22 economics departments: Carleton University, Concordia University, Dalhousie University, University of Manitoba, McGill University, McMaster University, Queen's University, Simon Fraser University, Thompson Rivers University, Trent University, University of Alberta, University of British Columbia (Okanagan Campus), University of British Columbia (Vancouver Campus), University of Calgary, University of Regina, University of Toronto (Downtown Campus), University of Toronto (UTM Campus), University of Victoria, University of Waterloo, University of Winnipeg, Wilfrid Laurier University, and York University.

¹⁰ We also excluded people at least one university on part-time contracts, which we only learned from the Zoom interviews. However, some department websites do not distinguish between full and part-time, so we cannot be sure that this population includes only people with full-time contracts.

¹¹ 73 is less than 75 because this excludes one of the authors of this manuscript who is in the population. It also excludes one other person who did not wish to be invited to complete the survey.

¹² This excludes sessional instructors, adjunct professors, visiting professors, post-docs, and emeriti professors.

¹³ At four different institutions, we found four additional teaching track faculty members, who are not new hires, in departments where we had thought we invited all teaching-track members. These are cases where the departmental website has been updated since our original search in June/July 2023.

mean number of teaching-track economists is 4.0, the median is 3.5, the standard deviation is 2.5, the minimum is 1 and the maximum is 11. The mean percentage in the teaching-track is 14.8, the median is 14.0, the standard deviation is 9.0, the minimum is 3.2, and the maximum is 42.9 (although the second highest is only 23.8).

For the target population of 79 faculty members, 46 percent appear female.¹⁴ In the sample of 32 survey respondents, 50 percent self-identify as female.¹⁵ For the target population of 79, on average they are in an economics department where 17.8 percent of faculty members are on the teaching track (median of 17.2 percent) with a standard deviation of 9.3 percentage points.¹⁶ For the sample of 30 survey respondents who answered the question about the percent of faculty members belonging to the teaching track¹⁷, the mean is 16.6 percent, the median is 15 percent, and the standard deviation is 13.5 percentage points.¹⁸ Hence, based on the known observables of the target population, the sample in the survey is highly representative.

¹⁴ This is based on a combination of public photos, names, pronouns used in profiles, and other public information. It is not necessarily equal to how a person would self-identify in our anonymous survey and is simply used to do a rough check of sample representativeness.

¹⁵ While both the sample and population include a non-zero number of faculty members identifying as nonbinary, we choose to simply report the fraction identifying as female to protect anonymity.

¹⁶ This uses 79 teaching-track economists, not 22 economics departments, as the relevant unit of observation.

¹⁷ The exact wording of the survey question is: “To the best of your knowledge, what PERCENTAGE of economics faculty members in your department are in a full- time, teaching-focused position or have a teaching-focused contract?”

¹⁸ This includes one outlier (80 percent), and without it, the sample mean, median, and standard deviation are 14.4, 15, and 6.4, respectively. This outlier is a response error: the maximum possible value in the target population is 42.9 percent.

Online Appendix B

Table B.1 gives complete results to support Panel A of Table 1 in the main text. In the survey, 45.2 percent of responses from Canada indicate being pre-tenure. This is consistent with an assessment of the total population of interest as 79 teaching-track economists, which excludes two who were hired July 1, 2023. Of that population, 36 (45.6 percent) have a job title that is consistent with being pre-tenure.¹⁹ Panel B of Table B.1 conditions on having the option of tenure to allow a more direct comparison between Canada and the other two countries. It again shows that Canada has a higher fraction of pre-tenure teaching track economics.

Table B.1. Distinctions of Teaching-Track Economists in Canada:
Tenure or its Equivalent

Categorical survey questions:	Percent		
	CA	UK	US
<i>Panel A: All survey respondents</i>			
“I have tenure or its equivalent” [percent]	51.6	75.0	8.9
“I do not yet have tenure or its equivalent, but can be promoted and gain tenure (or the equivalent).” [percent]	45.2	10.7	3.1
N/A [percent]	3.2	14.3	88.0
Number of observations	31	84	192
<i>Panel B: Conditional on being in a position where tenure or its equivalent is possible</i>			
“I have tenure or its equivalent” [percent]	53.3	87.5	73.9
“I do not yet have tenure or its equivalent, but can be promoted and gain tenure (or the equivalent).” [percent]	46.7	12.5	26.1
Number of observations	30	72	23

Notes: Question 18 in the survey asks: “At your current institution, which best describes the highest level of employment security achievable given your current full-time academic appointment?” If the respondent selects “Tenure or its equivalent, which assures continued employment similar to those in traditional research-focused positions (e.g., Senior Lecturer with Security of Employment),” then Question 19 asks: “Which ONE of the following statements is true regarding your current position?” There two possible answers to Question 19 are shown above. N/A means not applicable because Question 19 is not shown to respondents for whom it is not relevant. CA abbreviates Canada. UK abbreviates the United Kingdom. US abbreviates the United States.

¹⁹ As examples, Assistant Professor, Teaching Stream instead of Associate Professor/Professor, Teaching Stream, or Lecturer instead of Senior Lecturer.

Table B.2 gives complete results to support Panel B of Table 1 in the main text.

Table B.2. Distinctions of Teaching-Track Economists in Canada:
Other categorical survey questions about the role and role holders

	Percentage (standard error)			P-value	
	CA	UK	US	CA - UK	CA - US
“I have always preferred a teaching focused role which aligns with my passions and ambitions” is a factor influencing career decision [percent yes]	67.7 (8.4)	36.9 (5.3)	56.5 (3.6)	0.0032	0.2412
Number of observations	31	84	191		
“I am eligible to go on sabbatical” [percent yes]	83.9 (6.6)	38.6 (5.3)	27.7 (3.2)	0.0000	0.0000
Number of observations	31	83	191		
“I have faculty member voting rights in departmental or college meetings” [percent yes]	96.8 (3.2)	56.6 (5.4)	56.5 (3.6)	0.0000	0.0000
Number of observations	31	83	191		
“Is there a faculty/staff labor union at your institution?” [yes, and can join]	90.3 (5.4)	96.4 (2.0)	33.2 (3.4)	0.1914	0.0000
Number of observations	31	84	190		
“The hiring process for teaching-focused faculty is parallel to the hiring process for research-focused faculty” [percent agree or strongly agree]	58.1 (8.9)	31.0 (5.0)	27.0 (3.2)	0.0079	0.0005
Number of observations	31	84	189		
“I am valued by my department colleagues” [percent agree or strongly agree]	93.5 (4.4)	81.0 (4.3)	78.9 (3.0)	0.0990	0.0547
Number of observations	31	84	190		
“Overall, I am satisfied with my job” [percent agree or strongly agree]	90.3 (5.3)	77.4 (4.6)	79.6 (2.9)	0.1174	0.1567
Number of observations	31	84	191		

Notes: P-values are for two-tailed tests of differences in proportions.

Table B.3 gives complete results to support Figure 1 in the main text and the rows of results in Table 2 in the main text that are interval (not Likert scale) questions. Table B.4 gives the remaining results to support Table 2 in the main text.

Table B.3. Potential Challenges for Teaching-Track Economists in Canada:
Differences in Means

	Mean (standard error)			P-value	
	CA	UK	US	CA - UK	CA - US
“What is the approximate total number of students you teach in a typical academic year?”	980 (118)	507 (29)	653 (43)	0.0005	0.0130
Number of observations	30	81	186		
“Counting each semester/term/session/quarter in a regular academic year, how many distinct courses/modules do you lead or are involved in teaching in a typical academic year?”	4.9 (0.3)	3.8 (0.2)	4.6 (0.2)	0.0073	0.4537
Number of observations	31	82	192		
“Within the last five academic years, how many courses/modules you taught were new preparations?”	3.6 (0.4)	3.6 (0.2)	2.8 (0.1)	0.9851	0.0979
Number of observations	28	80	180		
“Approximately how many hours do you work per week in a typical week?”	51.9 (2.2)	47.2 (1.2)	45.6 (0.8)	0.0719	0.0117
Number of observations	31	84	191		

Notes: Reports means with standard errors in parentheses. P-values are for two-tailed tests of differences in means, not assuming equal variances.

Table B.4. Potential Challenges for Teaching-Track Economists in Canada:
Differences in Proportions

Categorical survey questions:	Percentage (standard error)			P-value	
	CA	UK	US	CA - UK	CA - US
“I feel overwhelmed by student mental health needs” [percent often or always]	54.8 (8.9)	20.2 (4.4)	31.3 (3.3)	0.0003	0.0104
Number of observations	31	84	192		
“Student teaching evaluations are heavily weighted in assessing my performance” [percent agree or strongly agree]	58.1 (8.9)	47.6 (5.4)	73.8 (3.2)	0.3202	0.0711
Number of observations	31	84	191		

Notes: Reports percentages with standard errors in parentheses. P-values are for two-tailed tests of differences in proportions.

For all interval variables reported in the main text, the panels in Figure B.1 below show the box plots to summarize the distribution of each variable.

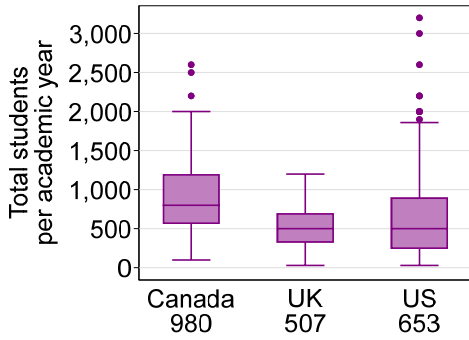


Figure B.1, Panel A.

Total students per academic year

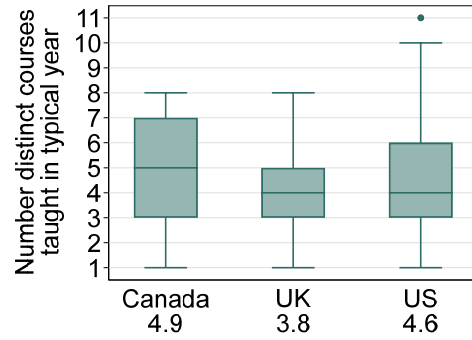


Figure B.1, Panel B.

Total distinct courses per academic year

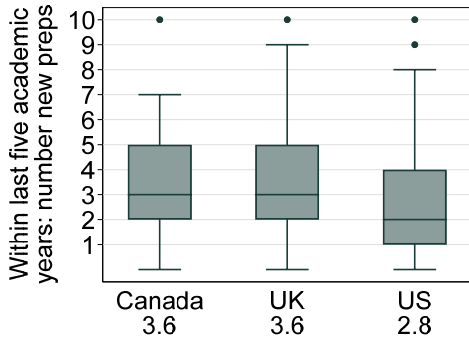


Figure B.1, Panel C.

Total new course preparations over past five years

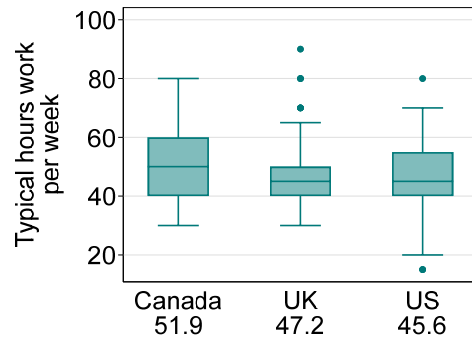


Figure B.1, Panel D.

Hours worked in a typical week